

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

VISUAL ART GRADE 2

Visual Art for Kindergarten through Grade 3 is based on the Indiana Academic Standards for Visual Art. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

Visual Art Grade 2 Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students discover connections between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They consider their own art experiences and explore art and related work of individuals in the community, museums, and galleries.

- ☐ 2.1.1 Identify connections between works of art and artifacts and their culture of origin.
- ☐ 2.1.2 Identify works of art and artifacts used in celebrations, festivals, and customs from selected cultures within the community and describe their function.
- ☐ 2.1.3 Identify similar subject matter in works of art from various cultures, ethnicities, and historical periods.
- ☐ 2.1.4 Identify the roles of artists, docents, technology experts, and guards at museums and galleries.
- ☐ 2.1.5 Identify individual art experiences and how these affect daily life.
- ☐ 2.1.6 Visit local museums and exhibits, and experience visiting artists in the school.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students identify abstract works of art, works of selected artists, and common subjects and themes in art from various cultures.

- ☐ 2.2.1 Identify the artists of selected works of art.
- ☐ 2.2.2 Identify abstract works of art.
- ☐ 2.2.3 Identify common themes and subject matter in works of art and artifacts from various cultures.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students use appropriate vocabulary to compare works of art and describe properties in works, constructing meaning and supporting their opinions.

- ___ 2.3.1 Compare two works of similar subject matter and describe sensory, formal, technical, and expressive properties using appropriate vocabulary.
- ___ 2.3.2 Construct meaning in works of art and support opinions with personal response, properties found in the work, shared peer perspectives, and background information.

Standard 4 – Theorize about art and make informed judgments

Students identify formalism in artwork and respond to works based on personal preference, recognizing differing preferences of others.

- ___ 2.4.1 Identify works of art made from the philosophy that art is best when it shows the organization of elements (formalism).
- ___ 2.4.2 Respond to art based on personal preference and actively listen to others, recognizing that people have different preferences.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students engage in critical inquiry into works of art and consider questions about the nature of art.

- ___ 2.5.1 Engage in critical inquiry into works of art through discussion and actively listen to alternative peer responses.
- ___ 2.5.2 Identify and discuss major questions about the nature of art such as: Is all art beautiful? What is beauty? Can art be machine-made? Does art always reflect feelings or mood?

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to communicate meaning. Work reveals reflection and care, application of self-assessment criteria, and mutual respect.

- ___ 2.6.1 Demonstrate refined perceptual skills in the production of artwork.
- ___ 2.6.2 Create artwork about self, family, and personal experiences.
- ___ 2.6.3 Create and use symbols in personal artwork to communicate meaning.
- ___ 2.6.4 Demonstrate evidence of reflection and care in creating artwork.
- ___ 2.6.5 Identify and apply criteria for self-assessment of studio work such as craftsmanship, control of media, and communication of ideas.
- ___ 2.6.6 Demonstrate respect for personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and discriminate various lines, shapes, forms, textures, colors, and space. They identify two and three-dimensional works of art, visual characteristics of media, and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- ___ 2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.
- ___ 2.7.2 Discriminate between types of lines (characteristics and qualities), shapes (geometric and organic), textures (tactile and visual), colors (primary and secondary), and space (placement/overlapping/negative/positive/size), in own work and the works of others.
- ___ 2.7.3 Identify visual and tactile characteristics of a medium.
- ___ 2.7.4 Identify and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, experiences, and stories.
- ___ 2.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students identify connections between visual art and other disciplines, and they create artwork using content and sign systems from other subject areas.

- ___ 2.8.1 Identify similarities and connections between concepts and subject matter found in visual art and other disciplines.
- ___ 2.8.2 Create a work of art utilizing concepts, subject matter, or the sign systems, such as words or numbers, of another discipline.
- ___ 2.8.3 Identify similarities and connections between concepts and subject matter of visual art and other art forms (dance, theatre, or music).
- ___ 2.8.4 Create an integrated work utilizing concepts, subject matter, and sign systems of art and another art form (for example, a short dramatic piece using puppets).